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July 19, 2006

Maine Personalized Alternate Assessment Portfolio (PAAP) Inter-rater Reliability

Students in grades 4, 8 and 11 participated in the Maine Personalized Alternate Assessment Portfolio (PAAP) during the 2005-2006 school year. There were 576 Mathematics PAAPs, 621 Reading PAAPs and 331 Science PAAPs submitted. The portfolios were scored over a two week period, April 26-28 in Portland, ME and May 2-4 in Orono, ME. Scorers were Maine educators who have had past experience scoring and/or administering the PAAP. Measured Progress staff trained scorers on the first day of each training session. All PAAPs were scored in a double blind method by two scorers. All dimensions of all entries scored that were not exact matches were scored a third time by designated Maine Department of Education or Measured Progress Staff.

The data that follows is an analysis of all entries for students who submitted a content area portfolio and whose portfolio was not scored only by a designated DOE or Measured Progress Program Management staff member. In determining the total number of entries scored a portfolio could be counted several times (once for each entry). There were a total of 1677 entries in Mathematics, 1202 entries in Reading and 972 entries in Science that met this criteria and therefore were used for the inter-rater reliability of the scorers.

Table 1: This table represents the average number of submitted entries scored per scorer by site. Portland was a full three days of scoring and Orono finished scoring early, in just over 2 days.

Site	Entries scored per scorer
Portland	95
Orono	60

Table 2: This table represents the percent of exact scores for Level of Complexity, Level of Accuracy, and Level of Assistance, created by taking the number of entries by dimension where scorer 1 is equal to scorer 2 divided by the total number of entries scored per content area. The Overall field is the average of exact scores for Level of Complexity, Level of Accuracy, and Level of Assistance combined for each content area.

Subject	Percent of Entries Score 1 Equals Score 2			
	Level of Complexity	Level of Accuracy	Level of Assistance	Overall
Mathematics	81.4%	93.6%	88.4%	87.8%
Reading	80.9%	91.9%	87%	86.6%
Science	83%	93.8%	89.9%	88.9%

Tables 3, 4 and 5: The following tables represent for each dimension, Level of Complexity, Level of Accuracy, and Level of Assistance, the number of entries where scorer 1 did not equal scorer 2 and therefore required a third score, the number of times the 3rd score matched either the 1st or 2nd score and the percent agreement between the 3rd score and either the 1st or 2nd score

Table 3

Subject	Level of Complexity		
	Required 3 rd Score	Matched Score 1 or 2	Percent Agreement
Mathematics	312	271	86.8%
Reading	230	202	87.8%
Science	165	144	87.2%

Table 4

	Level of Accuracy		
	Required 3rd Score	Matched Score 1 or 2	Percent Agreement
Mathematics	108	99	91.6%
Reading	97	90	92.7%
Science	60	55	91.6%

Table 5

	Level of Assistance		
	Required 3rd Score	Matched Score 1 or 2	Percent Agreement
Mathematics	195	180	92.3%
Reading	156	154	98.7%
Science	98	90	91.8%

Method

- 1) Students who submitted a content area portfolio or were not scored by scorer 0000 were included in the analysis.
- 2) Determine the total number of entries scored (a portfolio could be counted several times – once for each entry)
- 3) For each entry and LM, LC, and LA count the number of times scorer 1 = scorer 2
- 4) For each entry and LM, LC, and LA count the number of when scorer 1 does not equal scorer 2, but scorer 3 is equal to scorer 1 or scorer 2
- 5) Percent exact for LM, LC, LA is number of entries where scorer 1 = scorer 2 divided by the total number of entries scored(see formulas below).
- 6) Percent exact overall is the number of exact scorer for LM, LC and LA divided by three times the number of entries.

$$pExLM=(nExLM/Nentries)$$

$$pExLC=(nExLC/Nentries);$$

$$pExLA=(nExLA/Nentries);$$

$$pExOverall=(nExLM + nExLC + nExLA)/(3*nentries);$$